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ABSTRACT

Developed for local faculty senates and individual faculty members in the California Community Colleges (CCC), this report provides suggestions, strategies, and tips for undertaking faculty mentoring efforts aimed at increasing the persistence and transfer of underrepresented students in the CCC. Following an introduction and brief discussion of the role of teacher-student interaction in student retention and achievement, the following strategies for initiating mentoring efforts are discussed: (1) adopt the local academic senate goal of increasing the retention, completion, and transfer of historically underrepresented students; (2) include student success in the college or district mission; (3) form a mentoring committee; (4) begin with a pilot program; (5) seek administrative support; (6) provide staff time reassignments; (7) establish mentoring as a staff development activity; (8) obtain additional financial support; (9) develop a brochure; (10) develop a newsletter; and (11) develop the mentoring program. Next, the report reviews six levels of interpersonal involvement: information exchange, coaching, consulting, persuading, instructing, and mentoring. Next, strategies are listed for the recruitment of mentors, such as distributing a recruitment letter to faculty and staff and having students recruit specific faculty members as mentors. The next sections list 14 characteristics mentors should possess; review activities for the training of mentors; detail the responsibilities of mentors; describe approaches for student recruitment; review student responsibilities; and discuss the matching of mentors and students. Finally, the report lists possible mentor/student activities, including visits to four-year schools and workplaces, and social events. An annotated list of 19 CCC mentoring programs is included. (PAA)

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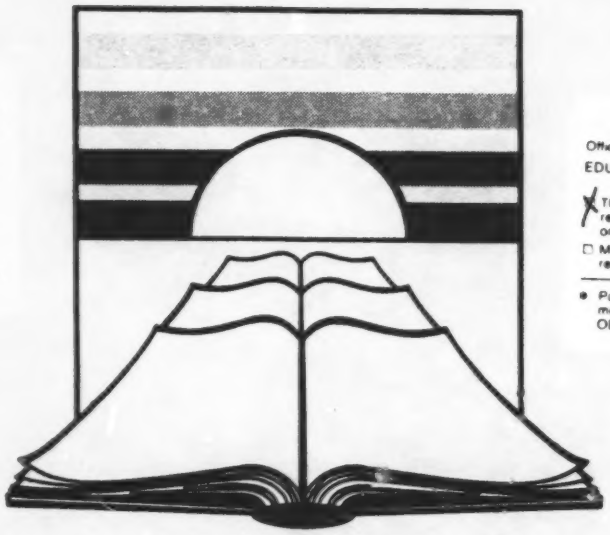
STUDENT MENTORING:

RESPONDING TO THE LAROCHE CHALLENGE



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The Academic Senate for California Community Colleges

JC 930 547

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STUDENT MENTORING:

RESPONDING TO THE LAROCHE CHALLENGE

PREFACE

The Academic Senate for California Community Colleges has held a longstanding commitment to increasing the transfer of historically underrepresented students. Particularly noteworthy in this ongoing effort of the Academic Senate occurred during the 1991-93 period when the Board of Governors of the California Community Colleges adopted a Senate initiated, system-wide "Student Equity Policy" that seeks to address individual college responsibilities in this area. A document entitled "Student Equity: Guidelines for Developing a Plan" was developed for and adopted by the Spring 1993 plenary session of the Academic Senate for California Community Colleges and provides assistance to faculty and colleges working on the development of their local plans.

The Academic Senate intends to continue issuing papers which will address components of the broader issue of increasing the transfer of historically underrepresented students. This paper is intended for the entire community college community's consideration, however, it speaks primarily to local academic senates, and in particular, to individual faculty members. It specifically addresses the issue of faculty mentoring. Mentoring, we believe, has been shown to, both directly and indirectly, affect student retention, completion, and transfer rates. The paper's ultimate goal is to have community college faculty take a leadership role in creating an environment where 1) California's underrepresented students fully understand their transfer capabilities, 2) each college has a fundamental, and supported commitment to their underrepresented students' successful transfer, and 3) underrepresented students' academic preparation and transfer success is increased. While this paper has as a specific goal the transfer of students, the mentoring approach would certainly be effective for achieving other goals such as completion of vocational certificates and associate degrees.

There are many factors which affect the successful transfer of a student from a California community college to a four year institution of higher education and thereby color the performance of those individual community colleges and their collective faculty. These factors include, are not limited to, and are not collectively addressed in this particular paper, yet may be addressed in future papers put forth in the Academic Senates transfer issues series:

faculty mentoring;
institutional and financial resources;
how the transfer rate is calculated;
individual student access, retention, and completion rates
access to information about the transfer process;
available seats in the receiving institution;
academic preparation of the student;
familial or cultural particularisms;
perception of capability to transfer;
sociological variables; and
individual faculty and staff, college, community college system and legislative commitment

"RESPONDING TO THE LAROCHE CHALLENGE"

INTRODUCTION

At the 1990 Spring Session of the Academic Senate for California Community Colleges, Jonnah Laroche, former President of the Academic Senate and, at that time, faculty member on the Board of Governors for California Community Colleges, presented a challenge to all of California's community college faculty. She reviewed some appalling figures regarding the community college retention and transfer rates of students historically underrepresented in higher education. She urged local academic senates and individual faculty to commit themselves to increasing the retention and transfer rates of these underrepresented students by 5% or more each year.

The substance of her presentation was the significant role faculty can play in the lives of their students. She spoke of several students in her classes and how they were able to succeed with some very special care and nurturing. Her emphasis was on the vital importance of mentoring students and how that approach salvaged many students who otherwise may not have experienced success.

In response to her challenge, the Academic Senate for California Community Colleges unanimously passed a resolution in full support of faculty efforts to improve retention and transfer rates of underrepresented students. In order to address Jonnah's challenge, the Academic Senate established an ad hoc committee on faculty mentoring and charged it with developing a framework for achieving it's goals. The committee drafted a recommendation to the Executive Committee and with the assistance of members of the Executive Committee and the 1993-94 Educational Policies Committee this particular document has been produced to assist local academic senates and individual faculty in community colleges who wish to join in meeting the "Laroche Challenge" by serving as a mentor to students.

The Academic Senate seeks to have a mentoring contact person designated at each college to promote and advance faculty mentoring of underrepresented students. We believe this effort will result in a greater number of these students successfully completing college. The need is great.

ACKNOWLEDGEMENTS

The Academic Senate for California Community Colleges wishes to acknowledge the formative work of the following ad hoc committee members:

Co-Chair, Jonnah Laroche, Allan Hancock College (retired)
Co-Chair, Harry Kawahara, Pasadena City College
Marghe Colvin, College of Alameda
Evangeline N. Meneses, San Diego City College
David Ramirez, Southwestern College

FACULTY MENTORING

Faculty mentoring is but one of the many factors which influence the students successful educational experience. Whether the student is preparing for transfer to a four year institution or completing a certificate, faculty contact has been documented to exert a positive influence on retention.

A sense of isolation may have a direct effect on the student's decision to depart. This sense of isolation is described by Vincent Tinto (1988) as the outcome of the lack of interaction between the student and other members of the college. Tinto suggests that a lack of human contact may cause the student to feel uncomfortable with the community or the college and that this sense of separation influences their decision to leave. He also suggests that faculty have a significant influence on the academic life of the student, consequently, the absence of faculty contact undermines student involvement in the learning process and thereby diminishes student growth.

The following strategies, suggestions and tips are provided as a guide to local academic senates who are contemplating a program as well as individual faculty in community colleges who may be contemplating an informal, personal, mentoring commitment.

STRATEGIES FOR GETTING STARTED

These suggested strategies are offered for each college and faculty to use as appropriate to the college, the faculty and/or community mentors and, especially, the students being mentored.

1. Adopt the following local academic senate goal: Increase historically underrepresented student retention, completion and transfer.

   Local academic senates are the accepted representative of the college faculty on academic and professional matters. Because an academic senate is the mechanism through which faculty are empowered to address college priorities, the establishment of goals and objectives are vitally important. Goals and objectives provide a framework upon which decisions are based. By establishing faculty mentoring as a strategy to address this goal, it becomes a basis upon which actions can be taken, decisions will be made, effectiveness can be evaluated and communicated to the faculty at large.

2. Include student success in the college or district mission.

   Student success is everybody's business. Faculty mentoring can be supported through the college with the application of its financial and human resources. We recommend that local academic senates seek to institutionalize this effort by having specific goals and objectives incorporated into the college mission statement, thereby perpetuating an emphasis on student success throughout all levels of the college's operations and processes. A sample college mission statement follows.

A SAMPLE COLLEGE MISSION STATEMENT

The ..... faculty mentoring program is designed to engage faculty and staff in the nurture and support of our historically underrepresented students as they pursue their educational goals.

Goals:

* To foster and support a philosophy of respect for education.
* To mobilize resources which support the student in setting personal and educational goals.
* To facilitate the development of self-reliance techniques for coping with academic and other demands of campus life.
* To support the successful attainment of academic, vocational, and/or professional goals as defined by the student.
* To serve as a liaison between the student and the administrative system of the college.
* To provide students with information, in their target language, regarding various resources available on the local campus that will connect them with a network of caring personnel.
* To facilitate a campus climate which promotes a valuing of and appreciation for one's own, and other's, cultural and ethnic backgrounds.
* To teach and empower students to take an active role in their career and educational goals.

3. Form a mentoring committee

We recommend that local Academic Senates form a mentoring committee. A local senate could structure the committee either as a senate committee or seek to have it adopted within the college's shared governance structure. Either way we suggest that the committee should be composed predominantly of faculty who are interested and committed to implementing a program that will positively impact the retention and transfer of underrepresented students. Every effort should be made to include academic and vocational teaching faculty as well as non-teaching faculty and part-time faculty.

4. Begin as a Pilot Program

It may be advisable to start the mentoring program as a pilot project. The pilot phase can provide valuable information for establishing the permanent program.

5. Seek Administrative Support

It is important to have the support of the administration, particularly the president of the college. Administrative support will make it clear that the mentoring program has a high priority of the college. Ideally, the president will elect to serve as a mentor.

6. Staff Reassigned Time

Colleges with mentoring programs staff them in various ways:

a. Full-time coordinator (100% reassigned time)
b. Part-Time coordinator (20-60% reassigned time)
c. volunteer coordinator

Obviously, it is desirable to have as much time as possible for a coordinator to develop and operate a quality program. Each college will have to consider the individual job responsibilities of their coordinator and provide adequate reassigned time. The coordinator should, at a minimum, provide resource materials and support services for both mentors and students and be responsible for recruitment and training or mentors.

7. Establish Mentoring as a Staff Development Activity

Develop processes which support faculty who choose to be mentors. Among other staff development activities, mentor training and time are approved activities for flexible calendar participation. Among the approved, but limited to, activities which college personnel "will be engaged in during the instructional improvement (flexible calendar) days" include the following related activities: student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity. (Title 5, Section 55724, a. 4. F.)

8. Obtain additional support

Some funds will need to be designated for the mentoring program. In addition to reassigned time for the faculty, monies are necessary for publication, duplicating, postage, and for recognition functions (i.e., making certificates, providing refreshments, etc.). If college funds are not available, explore the possibility of grants or local sources, possibly a service club or community organization. community organization. Additionally, community organizations may be able to provide mentors, activities, and other in-kind support. A listing of resource suggestions can be found in the Academic Senate's "Student Equity: Guidelines for Developing a Plan: available from the Senate office (916) 445-4753.

9. Develop a Brochure

An attractive and informative brochure needs to be developed which delineates the mission, purposes, and process of the mentoring program. This will serve to promote and publicize the program to the campus. Some colleges have adopted a logo to give the program special identification.

10. Develop a Newsletter

A newsletter highlighting mentoring activities and personalities will serve to give exposure to the program and help to recruit future mentors and students. Computers and desktop publishing may serve to produce an attractive newsletter at a minimal expense.

11. Develop the Mentoring Program

Develop the specific aspects of the program. Identify the program mission, goals, and objectives. Consider the physical and fiscal layout of the mentor program. Decide where the program will be physically housed. Create the necessary forms to facilitate implementation of the program. This should include the monthly faculty feedback forms, initial mentor inventory, initial student inventory, and mentoring activity forms. Consider how and when the program will be evaluated; who will write the end of the year report and to whom will it go. Finally, decide how the evaluation data will be used to improve the program.

MENTORING TIPS

It appears that mentoring programs succeed when participants understand the range of interpersonal skills which can be involved in the mentoring process. Sidney Fines in his "Hierarchy of Interpersonal Skills" (Experimental Learning, Morris T. Keeton and Assoc., 1976) mapped out six levels of interpersonal involvement and places mentoring as the highest category. The levels, many of which community college faculty will already have talents in and be comfortable with, include:

1. Information exchange

   Talks to and converses with primary resource person; obtains information; clarifies and works out details of an assignment.

2. Coaching

   Befriends and encourages on a personal and caring basis; provides peer or family-type relationship either in one-to-one or small group situation; provides advisement or reinforcement on academic, occupations, and personal goals; provides the student with a "pre-professional" orientation and direct exposure to aspects of the job world.

3. Consulting

   Serves as a source of technical information; serves as a resource for career planning or planning an academic program; defines, clarifies, and enlarges upon student goals.

4. Persuading

   Influences other in favor of a product, decision, assignment, or point of view by talks and demonstrations.

5. Instructing

   Teaches concepts, subject matter, or trains others by explanation, demonstration, practice, and evaluative responses.

6. Mentoring

   Deals with individuals in terms of their overall life adjustment behavior (i.e., legal, scientific, spiritual, personal, academic); advises on courses of action open to deal with a problem and merits of one strategy over another.

We recommend that colleges establish the minimum interpersonal involvement expectations of mentors in their programs, with encouragement for individuals to consider the full extent of their involvement.

The following series of mentoring tips, collected from a variety of successful mentoring programs and dealing with a wide range of student ages and maturities, are offered as assistance for local senates, coordinators and individual faculty as they embark on the mentoring commitment.

MENTORING TIPS
THE RECRUITMENT OF MENTORS

1. Recruitment Letter

   A recruitment letter written jointly by the college president and the mentoring coordinator should be sent to all faculty and staff. This communication should clearly explain the purpose of the mentoring program, the importance of this effort, and extend an invitation to an introductory meeting. Ask faculty and staff to return a tear-off slip if they wish to be considered as mentors. Every attempt should be made to involve faculty from various academic divisions and disciplines. We urge special attention to the effort to facilitate the participation of part-time faculty in the college's mentoring program. Part-time faculty may have important professional linkages beyond the academy that would benefit the program. Like most other recruitment efforts, follow-up, face to face contacts with potential participants will generate more successful and should be required of the mentoring coordinator.

2. Local Academic Senate Executive Committee

   The local Academic Senate Executive Committee can promote mentoring by becoming mentors themselves. Senate members can lead the way and encourage their colleagues to do the same.

3. Faculty Mentoring Committee

   Faculty mentoring committee members can actively recruit their colleagues who would be suitable and willing to serve as mentors. The committee members can take to opportunity to show faculty how a little bit of their time can provide such a huge benefit to the student.

4. Recruitment by Students

   It may be beneficial to have students "request" a specific faculty mentor. Faculty are generally honored to be chosen. If the student chooses a mentor, there is usually an established relationship between the student and faculty member. This has clear advantages. If this approach is taken, faculty need to be informed that the students may be approaching them with a proposition to serve as a mentor.

5. Communicate Benefits of Mentoring

   The experience can provide opportunities for developing new skills in working with people. Faculty and staff can experience the feelings of satisfaction in helping another person, of doing something constructive to help correct some of society's ills, and making a difference in someone's life. A successful mentoring relationship does not have to take a great deal of time. It is the quality not the quantity of contact that makes the difference in the student's academic experience.

MENTORING TIPS
THE SELECTION OF MENTORS

When selecting mentors, the following characteristics should be considered:

1. willingness to serve as a wise and faithful guide to the student
2. ability to understand or empathize with the student
3. ability to step away from themselves and their own concerns
4. sensitivity to underrepresented students and their needs
5. ability to accept the student as a unique person with different needs and goals and to be comfortable with those differences.
6. provides the trust, respect, support, and encouragement a student needs
7. ability to set standards of performance and to provide the student with the assistance and self confidence to reach them
8. nurtures a student's intellectual, emotional, and professional growth
9. can motivate and encourage a student to persist with their studies, overcome stumbling blocks, and work toward realistic goals for the future
10. has an appreciation for cultural diversity
11. demonstrates and communicates the value of teamwork, reliability, commitment, dependability, and civic responsibility
12. reinforces the student's successes with affirmation
13. has good listening skills.
14. ability to establish rapport with college students

MENTORING TIPS
THE TRAINING OF MENTORS

Mentors need to be trained to serve in this important capacity. The mentoring coordinator plays a major role in this area of responsibility. The following are some activities to consider.

1. An initial training orientation should be held. This orientation should include an overview of the mentoring program. The purposes and processes should be reviewed in order to ensure the participants are aware of the goal and activities of the program. Each participant should be provided with the necessary background, documents, and other related information which will facilitate a successful mentor program.

   Participating faculty should be made aware of the various student services offered in the district. If there is a formal or informal process for referral, it should be identified in the orientation. Faculty should be taught their role as triage and refer if the concerns raised by the students are beyond the realm of the faculty members professional prerogative.

   It may be beneficial for the receiving referral areas to attend the orientation meeting and address the faculty. At this point the faculty can ask specific questions about the referral process. It can be anticipated that once a trusting rapport is developed between the faculty mentor and the student, the student may confide in the faculty mentor and expose information or variables within the students life which requires professional intervention outside the realm of the mentoring faculty member.

   The initial training orientation can also serve as an introduction hour. (Every effort should be made to ensure that the mentors for the students present attend the orientation.)

2. The coordinator should meet with the mentors monthly. This meeting can serve to reinforce the training. It will allow the faculty mentors to ask questions or clarify concerns.

3. Speakers should be invited to address issues related to mentoring underrepresented students or to enhance understanding of how to best serve the students. There may be individuals on campus who have expertise in these areas.

MENTORING TIPS
THE RESPONSIBILITIES OF THE MENTOR

1. At the first meeting, ask the student what he/she expects from you as a mentor. Together, agree upon some realistic goals for the year and put an action plan in writing.

2. Establish a schedule of meeting times with the student. We recommend that the mentor contact the student at least once every two weeks, in person or by phone. During these contacts, assess how the student is doing and provide the necessary encouragement, support, or referral as appropriate.

3. Faculty members should complete monthly feedback forms which provide information regarding the amount, length, contents, and outcomes of the mentor/student interaction. End of the semester summaries should also be prepared by the faculty mentor. This summary should address the progress of the student in meeting the agreed upon goals.

4. Meet with the student at least once per month for a face to face meeting to discuss progress or problems.

5. Provide a written evaluation of the mentoring program to the mentor program coordinator at the end of the year.

6. Attend all training seminars and other related events designed to increase your effectiveness as a faculty mentor.

7. Cultivate your awareness of the student support services available within your district and community. Be prepared to direct students to them as it is appropriate. Be prepared to accompany the student to the areas to which they are referred if you determine it is so appropriate or necessary.

8. Engage in activities with the student which will help them in the development of skill necessary for success in college. Address the issue of test strategies, time management, test- taking, note-taking, preparation, study habits, etc.

9. Maintain confidentiality. A student may share personal information that the faculty member should keep in confidence. Maintain behaviors that enhance the student's trust in you with confidential information. Assure them of your intent to respect their privacy and confidentiality when it is appropriate to mention this.

MENTORING TIPS
THE RECRUITMENT OF STUDENTS

1. Identify criteria based on institutional assessment, available resources, and probability of failure without intervention

2. Faculty can survey their class rolls and identify underrepresented students who could be helped academically with mentoring assistance. Some of these students may seek help after class and during office hours. Offer to work with them as part of the faculty mentoring program. Faculty may also actively reach out to students who are reticent to ask for help.

3. Work with student organizations that have missions to support students of particular ethnic groups. e.g. The African/Black Student Union, Mecha, Native American Student Associations, etc. Offer to attend one of their meetings to explain the Faculty Mentoring Program and how students can become participants in the program. Emphasize the benefits of the program.

4. Publicize the Faculty Mentoring Program on campus and explain how underrepresented students can avail themselves of this support service. Provide rooms and phone numbers of appropriate people to contact.

5. Work closely with programs and services that have high success rates with underrepresented students. Equal Opportunity Program and Services, Higher Ground, Puente, African American Achievement Program are a few examples of programs which have target populations and greater success rates. The relationship with these programs may provide students and strategies for successful mentoring.

6. Make visits to target classes to inform students of the Faculty Mentoring Program. Inform the students how they can become a part of the program. Classes such as basic skill and ethnic studies may students who are either at risk of failure without intervention, a member of a historically underrepresented group, or both.

7. Recruit students from the list of probationary students.
   Underrepresented students on probation can be sent a special letter inviting them to become part of the Faculty Mentoring Program. They may welcome this opportunity.

MENTORING TIPS
THE RESPONSIBILITIES OF THE STUDENT

1. Develop a semester contract with your faculty mentor. Include in the contract your goals, method of implementation, and timelines for achieving them.

2. Meet with the faculty mentor at a mutually agreed upon schedule. It is important to be punctual in meeting with your mentor. If you must cancel a meeting with the mentor, it is vital that you inform your mentor about the cancellation before the meeting time. Remember that the faculty mentors are volunteering their time and energy to you. The faculty member will take the commitment to meet with you seriously and will organize their schedule around that commitment.

3. Keep your mentor and mentoring coordinator informed of possible changes in your status, e.g. dropping a class or classes, employment, changes in family responsibilities.

4. Attend all sessions for the students arranged as part of the faculty mentoring program.

5. Evaluate the faculty mentoring program at the end of each semester.

MENTORING TIPS
THE MATCHING OF MENTORS AND STUDENTS

1. The matching should be done taking the individual student characteristics into consideration. It may be appropriate to consider any of the following:
    a. major and career aspirations of the student
    b. discipline and professional achievements of the faculty
    c. similar interest (hobbies, sports, cultural activities, music, etc.
    d. ethnic or cultural backgrounds
    e. gender
    f. personalities and/or disposition of both the faculty and the student

2. Interest inventories can be developed for both mentors and proteges, then used to make compatible matches. Expectations and academic ambitions should be taken into consideration.

3. Personal profiles can be developed by the mentor coordinator after interviewing mentors and students. These profiles can be used to facilitate better matches.

MENTORING TIPS
SOME POSSIBLE MENTOR/STUDENT ACTIVITIES

1. Visit a Four-Year College

    a. Visit the student center with your student. Look at the gathering areas and communication boards. Visit the Associated Student Body Office.
    b. Make arrangements to have the student spend the night in the dormitory.
    c. Have a university faculty member help you pair your student with a current university student. Have them attend an activity, lecture, or event together.
    d. Keep your student informed of activities or events specific to their interest occurring on the university campus. If appropriate, accompany your student.
    e. If the university is close to your student's home and the student will most likely live at home, do some trial runs on getting to school, administration building, the library, and class with your student using the method of transportation your student will rely upon when enrolled. If the student will be driving, have the student drive and find parking. Help the student notice the time and circumstances affecting arrival to and departure from campus. Help the student develop alternate routes in the case of traffic, construction, or other barriers.
    f. Arrange for a meeting with a faculty advisor or a faculty member in the department pertaining to the student's major.
    g. Point out halls of study which pertain to the student's interest. Discuss famous people in the students field of study that graduated from the institution being visited.
    h. Walk around the campus with your student. Visit the various buildings and schools. Point out student support items, communications boards, advertisement boards for typing services, etc.
    i. Take a picture of your student and a group of students in the same major, dormitory, or club of interest. Frame it and write a personal note . This will make it easy to display on the wall. It will serve as a constant reminder to your student of the possibilities in the future if he or she is academically successful.
    j. Identify alumni from the university who may be respected by your student. This respect may be on the basis of discipline, gender, age, ethnicity, residence, interest, or ability. If the school has a contact address, write a note to the distinguished alumni and tell him or her about your student. Encourage the alumni to write a note back to your student. The signed note makes a nice autographed momentum.
    k. Take the student to the university bookstore. Buy a university decal or pennant. Give it to your student as a gift. Encourage your student to display it on his or her wall, car, notebook, clipboard, etc.
    l. Pick up free momentums from the school and make them available to your student. Stickers, erasers, book markers, flags, pennants, book covers, and fuzzy pencil tops are usually free.
    m. Survey students who have a baccalaureate degree in their country of origin, and arrange for them to have their transcripts evaluated by the four year school.
    n. Arrange a meeting with members of a student club/organization that reflects the student's interest and/or cultural background.

2. Visit a Workplace

    a. Make arrangements to take the student with you on a visit to a work site that he or she will most likely enter based on his or her major. Have the student meet the person in charge. Have that person speak of the various levels of responsibility. Make sure issues relating to quality of work life and salary are included in the discussion. Autonomy, time, and task required will be the three main areas that make the visit relevant to real life for the student. If the student has

particular circumstances and the business is prepared to work with them, include this information in the discussion. A good example is if the student has a small child and the business has a day care center; or if the student is concerned about environmental issues and the business participates in projects and encourages employment practices aimed at protecting the environment.

b. Make arrangements for the student to spend the day, week, or summer working within the work place. encourage the student to gain an understanding of the work world and explore different career options.
c. Arrange for the student to do volunteer work within the work place.
d. Take a picture of your student in the work place setting. If there is attire particular to the profession, make arrangements for the student to wear it during the visit and photo session. (Example: If you are visiting a chemistry lab in a research area, obtain a lab coat for your student's use.
e. If your student volunteers in the setting, make arrangements for him or her to have a mailbox. Let others within the profession know of the student and the box to facilitate their open communication and encouragement. Contacts and opportunities may be cultivated.
f. If there are citizen's advisory boards, professional, or social organizations that are a part of the work environment, arrange for your student to participate. An example is the Friends of the Arts Club for the aspiring artist or hospital advisory boards for the aspiring health care professional.
g. Have your student attend a job fair sponsored by the profession or field of interest to the student. This will allow the student to get an idea of the market, related responsibilities, and associated salaries and benefits. The student may also meet others either currently participating in the field or seeking to participate in the field of interest.
h. As it is appropriate, expose your student to the possibilities left if the student does not persist in attaining his or her educational goal. Visit minimum wage, tedious labor environment. Let the student become aware of the limited salaries, responsibilities, and opportunities. Impress upon the student the correlation between standard of living and achievement of educational goals.
i. Arrange for non-native students who were professionals in their country of origin to visit other professionals on the job site (e.g., dentist to dentist).

3. Social Events
    a. Take the student to a social activity or event in which he or she may be interested. Zoos, museums, art galleries, plays, athletic events, movies, and parks make wonderful places for the student and the faculty member to relax and get to know each other. An informal discussion may permit the student to share conflicts or personal problems that may serve as a barrier to attaining his or her educational goals.
    b. If there is a reception, swearing in ceremony, or honorary event sponsored for a person in the field of interest to the student, make arrangements to attend with the student.
    c. Identify civic organizations that are directly related to or are active with the area of your students interest or major. Groups such as the Lions Club, Masons, Sorority/Fraternities, Lulac, NAACP, 100 Black Men, etc. may have activities or projects related to your student's educational or professional goals.
    d. Check the newspaper for local listings of area happenings. Pay close attention to lectures, meetings, and hobby groups. Take the student to any events of interest.
    e. Find out your student's favorite author or type of reading. Take the student to a local book store for a book signing by his or her favorite author. If possible, take a picture of the student with the author.

4. Informal meetings

    a. Arrange to have lunch or coffee in the school cafeteria, on the school mall, or in the student center. the informal environment may provide a good opportunity to get to know more about your student. This can be a time for mutual sharing about general background, family, and interest.

b. Arrange for a noon hour walk, swim, or workout with your student. Pick an area of interest where you both can be relaxed.

c. Create situations in order to interact with the student. If in the course of the conversation, you discover the student's interest in something, make arrangement to pursue it in the future. For example if the student likes African Art, and you have art in your home or office, arrange for the student to be able to visit briefly and view the art. Where it is appropriate, let the student leave with something of yours contingent upon a commitment from the student to return it the following week.

5. Other activities

Mentors and students may agree upon other activities that will serve to enhance their relationship.

MENTORING TIPS
AN ANNOTATED LISTING OF SOME MENTORING PROGRAMS

As of December 1, 1993

NOTE: This listing is not a comprehensive listing of mentoring programs in the community colleges. We invite colleges who wish to be acknowledged in this list to provide the Academic Senate with similar background information. The Academic Senate will strive to continuously update, revise this listing and provide the information upon request to the field.

Antelope Valley College, New Majority Mentoring Program

Description: Counseling staff coordinate a faculty and other community college professionals mentoring program for students perceived to be at risk, including ethnic minorities and women.

Contact: Sandra Simpson (805) 943-3241 x335

Chabot College, Puente Project

Description: This Board of Governors' Fund for Instructional Improvement supported project in '86-'87 was designed to implement Puente projects on 10 new campuses. Puente is a writing, counseling and mentoring program designed to help Mexican-American students. Begun with a private foundation grant in 1982, in 1986 there were 10 Puente programs in California community colleges.

Materials: Resource Materials

Chaffey College

Description: This mentoring project is targeted specifically at the Larouche challenge and encourages staff to participate as mentors. The Academic Senate President provides coordination and the Academic Senate covers printing and secretarial support.

Contact Person: Kathy Brindell, (909) 941-2443

El Camino College, Project Success

Description: This program which was honored in May of 1993 with a Board of Governors' Exemplary Program Award is an outreach and mentoring program for African-American students which currently involves 110 students and 35 mentors.

Contact Person: Elaine Moore (310) 715-3434

Fresno City College, Campus and Community Mentoring Program

Description: This Board of Governors' Fund for Instructional Improvement supported project for '90-'91 provided volunteer faculty, staff, and community members to serve two hundred underrepresented, high risk students.

Materials: Training and Resource Manuals, Workbook

Grossmont College, Puente

Description: A Univ. of California and Calif. Community Colleges co-sponsored program in which Mexican-American/Latino professionals mentor Mexican-American/Latino students.

Contact Person: Joe Medina, (619) 465-1700 x507

Los Angeles Harbor College, Project LEARN: Linkages in Education for Achievement and Retention

Description: This "Underrepresented Student Special Project Grant" supported project was directed at helping low achieving, sixth grade, underrepresented students succeed and stay in school. It used community and business leaders and student assistants as mentors and role models.

Contact person: Juanita Naranjo

Materials: Pre/post testing of the students and surveys of their teachers to determine change in class participation and homework completion rates.

Los Medanos College

Description: This Board of Governors' Fund for Instructional Improvement supported project for '89-'90 used faculty as mentors for women and minorities enrolled in growth disciplines with a goal of contributing to the future pool of diverse community college faculty.

Materials: Resource Materials

Modesto Junior College, Choose Success Retention Program

Description: This project funded for '91-'94 by an "Underrepresented Student Special Project Grant" administered by the Board of Governors is designed to prepare underrepresented students for college work and, for one hundred and twenty college participants, improve their academic success in a cluster of basic skills courses while improving self esteem and motivation through mentoring activities.

Contact Person: Cecilia Barbarena

Materials: monthly staff development activities on teaching strategies that work with students at risk

Napa Valley College, The Billy Browning Project: Outreach and Retention Program for Underrepresented Students at Napa College

Description: This "Underrepresented Student Special Project Grant" supported project targeted African American student retention. Planned by a team of faculty and classified staff this comprehensive program includes mentoring and other support services.

Contact person: Ann Grant

Oxnard College, African-American Operation Success

Description: This Board of Governors' Fund for Instructional Improvement supported project in '92-'93 has mentoring component to increase the graduation rate of African-American males. High school recruitment and intensive counseling including orientation of parents is involved.

Pasadena City College, Career Beginnings

Description: This Board of Governors' Fund for Instructional Improvement supported project for '92-'93 involves high school intervention, career-based mentor relationships and summer employment for 75 students in their junior and senior years of high school.

Rancho Santiago College

Description: Faculty and peer mentors are provided to underrepresented students. Funds for the development of the program came from the Pew Charitable Foundation via The Center for Corporate and Educational Initiative, Boston.

Contact person: David Guzman (714) 564-6288

San Diego Mesa College

Description: This program provides mentoring services to several targeted student groups. It is staffed by faculty, staff and individuals from the community.

Contact person: Betty Jo Tucker (619) 627-2600

San Jose/Evergreen Community College District
ADELANTE & ENLACE

Description: San Jose City and Evergreen Valley Colleges' ADELANTE and ENLACE programs provide mentoring services to Chicano/Latino students. Community members and faculty are involved the mentoring component.

Contacts: Richard Regua, Evergreen Valley College, ENLACE
(408) 274-7900 x6598
Maria Garcia, San Jose City College, ADELANTE
(408) 298-3798

Materials: "The Mentor's Guide" (2nd edition)
"Steps to Successful Mentoring -- A checklist"

San Jose/Evergreen Community College District,
PROJECT AFFIRM AND UMOJA PROGRAM

Description: San Jose City College's UMOJA PROGRAM and Evergreen Valley College's PROJECT AFFIRM are similar to those described above but focused at African-American students.

Contacts: Anita Collins (408) 274-7900 x6532, PROJECT AFFIRM
Charles Murray (408) 298-2181 x3866, UMOJA PROGRAM

Santa Monica College

Description: This mentoring program provides faculty and staff mentors for underrepresented students and other services.

Contact person: Norman Curry (310) 450-5150

Santa Rosa Junior College, Enhancing Underrepresented Student Enrollment and Retention Through Peer Mentoring, Advocacy and Leadership

Description: This "Underrepresented Student Special Project Grant" administered by the Board of Governors was funded to develop and implement a peer mentoring program for ethnic minority, first time students in the 18-20 year old age range. Funds were designated for recruitment, training and support of mentors and included a week long summer institute.

Contact Person: Stephanie Thompson, (707) 527-4011

Materials: Curricular materials for a course on peer mentoring, support services to support peer mentors, as well forms and other materials were developed.

West Valley College, Puente and Project Success

Description: Project Success, a Board of Governors' Fund for Instructional Improvement supported project for '91-'92 developed a cross-cultural mentoring program for African-American students.

Contact Person: Veronese Anderson, (408) 867-2200

Materials: Guidelines and a handbook for those interested in similar mentoring programs.